



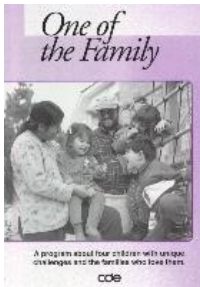
Family-Centered Partnerships

Family-centered partnerships based on strong relationships between families and professionals promote outcomes that are meaningful to the child and family. Briefly respond to the questions below, describing a time when you or your family needed support from someone outside the family group. Be prepared to share your responses, and place this information in your portfolio.

1. Briefly describe the time or situation in which your family needed support.
2. What were some of the feelings you/your family experienced?
3. What or who was helpful during this time?
4. What or who was not helpful during this time?
5. How did your family decide what you needed?
6. Who did your family turn to (friends, neighbors, counselors, family, professionals, or services)?
7. How did your family know about those resources?

Adapted for Tennessee's Early Intervention Service Coordination Training with permission from Colorado Core Service Coordination Training

Participant's name _____



One of the Family, VHS, 26 minutes

An inspiring introduction to families of children with special needs. This video features four families, each of whom have a child with a special challenge. Each family warmly describes the values that motivate them: including their children in all family activities, treating them as children first, expecting the most from them, looking for a normal family life, and choosing professionals that support their values. Produced by Early Childhood Connections, Colorado's Part C program through the State Department of Education.

non-profit rate	\$39.95
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Family-Centered Supports and Services

Module 2

Partnering with Families as They Guide the Way



Family-Centered Supports and Services



Family-Centered Supports and Services

“Families tell us that their understanding of their child’s disability and the possibilities for their child’s future were very much influenced by the first person with whom they worked, which is often the service coordinator. In many ways, families say the quality of the service coordination determined the usefulness of the supports and services they received.”

Miller, J. and Petersen, S. *Colorado Guidelines for Service Coordination*, Spring, 1999, p.8.



Family-Centered Supports and Services

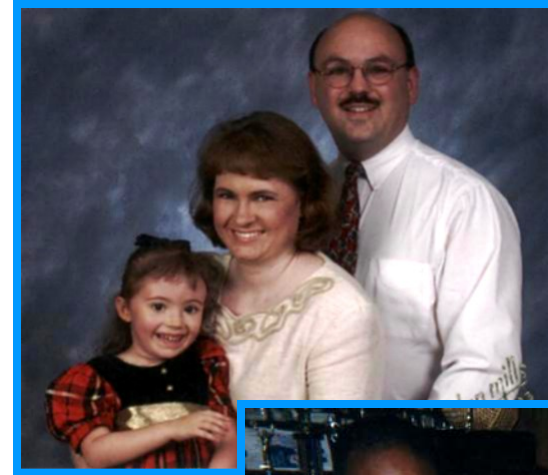
What Is a Family?

Call it a clan, call it a network,
call it a tribe, call it a family.

Whatever you call it, whoever you are,
you need one.

You need one because you are
human. You didn't come from
nowhere.

Before you, around you, and
presumably after you, too, there are
others.



Jane Howard

Colorado Service Coordination Core Training Program



Family-Centered Supports and Services

Families are big, small, extended, nuclear, multi-generational, with one parent, two parents, and grandparents. We live under one roof or many. A family can be as temporary as a few weeks, as permanent as forever. We become part of a family by birth, adoption, marriage, or from a desire for mutual support... A family is a culture unto itself, with different values and unique ways of realizing its dream; together, our families become the source of our rich cultural heritage and spiritual diversity... Our families create neighborhoods, communities, states, and nations.

Task Force on Young Children and Families, New Mexico Legislature

Source: Colorado Service Coordination Core Training Program



Family-Centered Supports and Services

Family-centered refers to a combination of beliefs and practices that define particular ways of working with families that are consumer-driven and competency-enhancing.

Dunst, Trivette, and Deal, 1994





Family-Centered Supports and Services

Family-Centered

“Care that recognizes and respects the pivotal role of the family in the lives of children. It supports families in their natural care-giving roles, promotes normal patterns of living, and ensures family collaboration and choice in the provision of services to the child.”

Bruder, M.B. (2004). *Enhancing Services in Natural Environments*. Part of a Web-based Conference Call Series Sponsored by the OSEP Part C Settings Community of Practice. Sponsored by the National Early Childhood Technical Assistance Center and the Southeast Regional Resource Center.





Family-Centered Supports and Services

Family-Guided Approaches to Early Intervention

“Family-guided approaches recognize that the family is the constant in their child’s life and that, as the child’s first teacher and most important careprovider, they play a key role in their child’s development. Being family-guided is an ongoing process that facilitates the family-service provider partnership.”

Family-Guided Activity-Based Approaches. (1999). FACETS. Family-Guided Approaches to Collaborative Early Intervention Training and Services. This is a joint project, funded by the U.S. Department of Education, between the University of Kansas and Florida State University. [Online]. Available: <http://www.parsons.lsi.ku.edu/facets/pdf/ABlapproach.pdf> [Retrieved 2004, March 11].



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“Families are provided with information and given choices from the initial point of contact. Those choices about program options, which can be as simple as when and where the contact will occur, are accommodated by the service providers.”

Family-Guided Activity-Based Approaches. (1999). FACETS. Family-Guided Approaches to Collaborative Early Intervention Training and Services. This is a joint project, funded by the U.S. Department of Education, between the University of Kansas and Florida State University. [Online]. Available: <http://www.parsons.lsi.ku.edu/facets/pdf/ABlapproach.pdf> [Retrieved 2004, March 11].



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“This sets the stage for the family to be assured their input is valued and their decisions will be respected. The family-guided approach promotes family decision-making by providing opportunities for families to make meaningful choices, including the choice to not be involved at a point in time.”

Family-Guided Activity-Based Approaches. (1999). FACETS. Family-Guided Approaches to Collaborative Early Intervention Training and Services. This is a joint project, funded by the U.S. Department of Education, between the University of Kansas and Florida State University. [Online]. Available: <http://www.parsons.lsi.ku.edu/facets/pdf/ABlapproach.pdf> [Retrieved 2004, March 11].



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“The family-guided approach differs from other models in that it provides families with flexible options for involvement and the support and resources to make informed decisions about their participation.”

Family-Guided Activity-Based Approaches. (1999). FACETS. Family-Guided Approaches to Collaborative Early Intervention Training and Services. This is a joint project, funded by the U.S. Department of Education, between the University of Kansas and Florida State University. [Online]. Available: <http://www.parsons.lsi.ku.edu/facets/pdf/ABlapproach.pdf> [Retrieved 2004, March 11].



Family-Centered Supports and Services

Guiding Principles

All children are unique, with their individual strengths and talents. The presence of a disability or special need is not the defining characteristic of any child.

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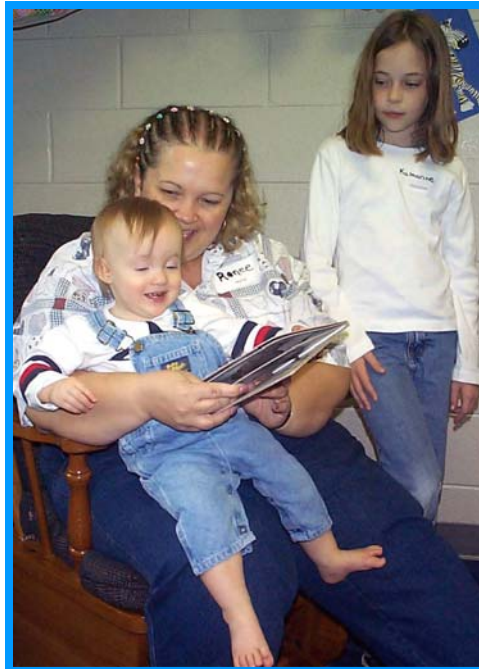


Family-Centered Supports and Services

Guiding Principles

Children grow and develop in the context of relationships with their families and other caregivers.

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Family-Centered Supports and Services

Guiding Principles

All children have the right to belong, to be welcomed, and to participate fully in the typical places and activities of their communities.

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Family-Centered Supports and Services

Guiding Principles

Children with and without special needs learn important things from one another.

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Family-Centered Supports and Services

Guiding Principles

Everyday routines, activities, and places offer countless opportunities for children to learn and develop.

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Family-Centered Supports and Services

Guiding Principles

The lives of families are enhanced when they are successful in maintaining their everyday lives and relationships.

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Guiding Principles for Family-Centered Early Intervention

The guiding principle of **TEIS** is family first. The needs of the child and family are the first consideration. Best practice dictates the need for a continuum of early intervention services that provides both quality and appropriate options to the family. Through this continuum, an individualized plan of services can be tailored to the needs, wishes, and priorities of the family to support the development of their young child. Be prepared to share your responses, and place this worksheet in your portfolio.

Guiding Principles	What Does That Mean to You? How Would You Recognize this Principle in Action?
1. All children are unique, with their individual strengths and talents; the presence of a disability or special need is not the defining characteristic of any child.	
2. Children grow and develop in the context of relationships with their families and other caregivers.	
3. All children have the right to belong, to be welcomed, and to participate fully in the typical places and activities of their communities.	
4. Children with and without special needs learn important things from one another.	
5. Everyday routines, activities, and places offer countless opportunities for children to learn and develop.	
6. The lives of families are enhanced when they are successful in maintaining their everyday lives and relationships.	

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